

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small>
Grant Period:	August 1, 2018 – July 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 PM 3:47 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
St. Mary's Academy Charter School		013-801		
Vendor ID #	ESC Region #			DUNS #
1742953853	2			114361434
Mailing address			City	State ZIP Code
507 North Filmore			Beeville	TX 78102
Primary Contact				
First name	M.I.	Last name		Title
Jeanene	S	Jones		HR Director
Telephone #		Email address		FAX #
361-358-5601 x1470		jjones@smacs.net		361-358-7939
Secondary Contact				
First name	M.I.	Last name		Title
Merle	S	Simonson		Superintendent
Telephone #		Email address		FAX #
361-358-5601 x1270		ssimonson@smacs.net		361-358-7939
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Merle	S	Simonson	Superintendent
Telephone #		Email address	FAX #
361-358-5601 x1270		ssimonson@smacs.net	361-358-7939

Signature (blue ink preferred)

Date signed



April 30, 2018

Only the legally responsible party may sign this application.

701-18-111-118

Schedule #1—General Information	
County-district number or vendor ID: 013-801	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	
9	Supplies and Materials (6300)	<input type="checkbox"/>	
10	Other Operating Costs (6400)	<input type="checkbox"/>	
11	Capital Outlay (6600)	<input type="checkbox"/>	
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations	
INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools) Enter the start and end dates of your fiscal year in Section 1. In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.	
Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 013-801

Amendment # (for amendments only):


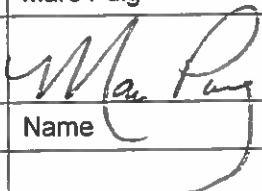
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	013-801 St. Mary's Academy Charter School	Merle Stan Simonson 	361-358-5601 x1270 ssimonson@smacs.net	\$ 575,000
Member Districts				
2.	013-901 Beeville ISD	Marc Puig 	361-358-7111 mpuig@beevilleisd.net	\$ 725,000
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$ 1,300,000

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Learners To Leaders Texas ACE® Program (LTL ACE) will increase student success by adopting a whole-school transformation model, *The Leader In Me*, which produces higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. The LTL ACE program will serve three elementary schools and the **priority** middle school. (5 priority points).

Quality of the Program (20 points): The Leader In Me framework will allow for a rigorous and robust program providing both scope and depth. LTL ACE is scientifically based and appropriately designed to address the identified needs of the target population with research based effective activities carefully chosen to relate to the specific and measurable program goals and objectives. The Learners To Leaders Texas ACE® Program (LTL ACE) utilizes evidence and research based best practices as identified in What Works Clearinghouse (ies.ed.gov). LTL ACE will serve students and families in: Academics, Enrichment, Family/Behavioral-social, and College and Career exploration. (Schedule 16 Statutory Requirements (SR) 3,4 & 5 pages 21-23)

How The Budget Was Developed (20 points): The required costs and available resources were identified. The costs reflected in the budget are appropriate for the results expected. The program includes funds for personnel, materials, and other required expenses, to adequately support the activities outlined in the grant proposal. The budget has been fully integrated with the school planning process to maximize effectiveness of services which are supplemental and do not supplant school programming. (Schedules 6,7,8,9 & 10 pages 12 – 16; Schedule 21 page 43-44)

Need for the Proposed Program (20 points) A comprehensive community and campus needs assessment process was conducted following the Texas Accountability Intervention System (TAIS) Methodology. The magnitude and severity of the problems identified are significant. As the result of a robust assessment effort, specific needs have been identified and strategies to address those needs have been described. (Schedule 16 SR 1 page 19)

Demographics: The community demographics demonstrate the high level of need for the Out of School Time (OST) program. The community has a lower promotion rate, higher absentee rate, higher economically disadvantaged rate, and lower graduation rate than the state average. Working parents rely on the schools for OST services and the rural community mostly only has the schools to provide the services. (Schedule 16 SR 1 page 19)

Management Plan (20 Points): The management plan is designed to achieve the objectives of the proposed program on time and within budget with appropriate timelines and milestones for accomplishing project tasks. The **staff and consultant qualifications, experience and certification are appropriate with sufficient quality and depth** to ensure effective implementation with procedures imbedded to **ensure feedback and continuous improvement** in the program through ongoing monitoring and adjustment. The management plan is comprehensive in **coordinating with similar and related efforts** to maximize efficient and effective use of resources. All constituencies are **involved and committed to ensuring** that the program is of high quality, sufficient to ensure successful implementation of the program goals, objectives and activities. (Schedule 14 part 1 page 18; Schedule 17 TEA R. 2 page 33)

Evaluation Method (10 points): The program evaluation is designed to ensure that both formative and summative evaluations are used to ensure continuous monitoring and adjustments are embedded in the program culture. Using objective performance measures will ensure Key Performance Indicators (KPI) are clearly related to the intended results of the project and will produce quantitative and qualitative data. The Evaluation Design is built around a logic model with clear processes for data collection at the program and student level. The logic model addresses who, how and when the data will be evaluated and the program adjustments made. (Schedule 17 TEA Program Requirement 3 page 34)

Program Requirements (10 points) LTL ACE meets all program requirements with strategies and activities of sufficient quality and scope to ensure equitable access & participation. Program strategies & activities are of sufficient quality & depth to accomplish program goals and objectives. (Schedule 16 SR 3,4 & 5 pages 21- 23 & Schedule 17)

LTL ACE completely & accurately answers all statutory requirements (Schedule 16 pages 19-29), and all TEA requirements. (Schedule 17 TEA Program Requirement page 29-34)

Application is organized and completed according to the instructions **Additional Points(5 points).**

The program partners have an ongoing commitment to providing OST services and the goals of the grant program. Working with TASS Inc. and the advisory council the partners will develop and implement a comprehensive plan for sustainability. The partners will ensure that funding from other resources are committed to the program after grant funding terminates.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 013-801			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,042,180	\$40,280	\$1,082,460
Schedule #8	Professional and Contracted Services (6200)	6200	\$26,150	\$19,200	\$45,350
Schedule #9	Supplies and Materials (6300)	6300	\$133,901	\$2,000	\$135,901
Schedule #10	Other Operating Costs (6400)	6400	\$36,289	\$	\$36,289
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,238,520	\$59,480	\$1,300,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,238,520	\$59,480	\$1,300,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$766,000	\$9,000	\$775,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,300,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$65,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 013-801			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$64,562
5	Site coordinator (required)	4		\$204,800
6	Family engagement specialist (required)	1/2		\$28,387
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/Secretary	1		\$35,280
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Curriculum Liaison	1		\$53,041
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$386,070
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$17,000
24	6119	Professional staff extra-duty pay		\$299,327
25	6121	Support staff extra-duty pay		\$236,228
26	6140	Employee benefits		\$143,835
27	Subtotal substitute, extra-duty, benefits costs			\$696,390
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,082,460

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 013-801		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator (\$3,000 per campus)	\$12,000
2	Pre Approved Partner Organization – Volunteer and Intern Training Development Activities – (\$1,250 per Center Level)	\$5,000
3	Copier Lease split between Project level and Center 1	7,200
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
b. Subtotal of professional and contracted services:		\$24,200
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$21,150
(Sum of lines a, b, and c) Grand total		\$45,350

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 013-801		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$135,901
Grand total:		\$135,901

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 013-801		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally. (\$2,000 per center)	\$8,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$28,289
Grand total:		\$36,289

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan					
County-district number or vendor ID: 013-801				Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Project Director	Master's Degree with Mid-Management Certification preferred. Experience in OST and program management. Excellent written and verbal communication skills.			
2.	Site Coordinator(s)	Bachelor's Degree preferred with experience in OST. Organizational skills, management skills, communication skills. Ability to monitor and adjust programs.			
3.	Family Engagement Specialist	Bachelor's Degree with excellent communication and motivational skills. Demonstrated community engagement and involvement. Motivational skills, leadership training/skills			
4.	Curriculum Liaison	Bachelor's Degree minimum with C&I expertise. The ability to organize, analyze and make meaningful decisions based on data, excellent written and oral communication skills.			
	External Evaluator	Curriculum & Instruction Specialist with Five or more years experience in OST. OST Evaluation experience. Ph.D. or Ed. Excellent written and verbal skills. (Management Plan)			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone	Begin Activity	End Activity	
1.	Improve Academic Performance	1. Leader In Me Student Training	09/04/2018	07/31/2019	
		2. Identify/ Recruit Students	08/01/2018	01/31/2019	
		3. Pre and post test on math and reading concepts	09/04/2018	05/01/2019	
		4. Reading and Writing Activities to Improve STAAR	08/01/2018	02/31/2019	
		5. Student Goal Setting (SMART)	09/04/2018	05/24/2019	
2.	Improve Attendance	1. Leader In Me Student Training	09/04/2018	07/31/2019	
		2. Award System to recognize milestone achievement	09/01/2018	07/31/2019	
		3. Individualized Academic Plan to drive attendance	10/01/2018	05/24/2019	
		4. Certificate/Awards at 6 weeks and semester	08/27/2018	05/24/2019	
		5. Enrichment Activities	08/20/2018	07/31/2019	
3.	Improve Behavior	1. Learner to Leader Staff Development	08/01/2018	12/31/2018	
		2. Learner To Leader Implementation	10/01/2018	07/31/2019	
		3. Peer to Peer Conflict Resolution Workshop	10/01/2018	04/01/2019	
		4. Student Mentor Program	09/04/2018	07/31/2019	
		5. Group Counseling/ Team Building	08/01/2018	07/31/2019	
4.	Improve Promotion Rates	1. Project Based Learning Activities	09/04/2018	05/31/2019	
		2. Focused Tutorials	09/04/2018	05/15/2019	
		3. Homework Help/ Homework Center	09/04/2018	05/24/2019	
		4. Student Leadership Activities	08/01/2018	07/31/2019	
		5. Service Learning Activities	12/01/2018	07/31/2019	
5.	Family Engagement	1. Newspaper column showcasing programs and centers	09/01/2018	07/31/2019	
		2. Parent Goal setting program	09/04/2018	07/31/2019	
		3. Center Showcase – one per six weeks	08/01/2018	07/31/2019	
		4. Parent Programing/Meetings/Conferences	09/01/2018	05/01/2019	
		5. Parent centered programing	08/01/2018	05/24/2019	
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

A **robust comprehensive community and campus needs assessment (20 points) process was conducted** following the Texas Accountability Intervention System (TAIS) **needs assessment methodology (Needs 10 points)**. The assessment **began with identifying available resources**; analyzing data: CIP, PEIMS, TAPR, focus groups, meetings & surveys. Then action research was conducted on best practices for identified needs and demographic groups.

Campus	Rating	STAAR	At.Risk	Eco. Dis	Attendance	Discipline
Moreno/TJ –	Priority	67%	66.1	77.4	94.8%	3.1%
St. Mary's k-6	meets	86%	47.9	80.1	96.4%	0%
FMC k-5	meets	65%	44.3	86.6	95.0%	0%
R A Hall 1-5	meets	65%	57.9	87.3	95.5%	0%

Data Analysis: Almost 35% of the elementary children did not pass one or more test. Students mastery levels were extremely low on all campuses. On two campuses at-risk levels exceeded the state; and on three campuses attendance percentages are below the state average. Discipline placements exceed the state average on the priority campus. Economically disadvantaged is high on all campuses and the community has a 27% poverty rate. The planning team also considered the qualitative or environmental data that make up the community where the schools are located.

Bee County was designated a **disaster relief area** due to Hurricane Harvey. **The magnitude and severity of the problems to be addressed by LTL ACE are significant and complex. (10 points)**. The largest employer and labor grouping are prison systems followed by educational institutions. The prisons bring in a host of problems to the local schools. **Between 15% and 20% of the students have one or more parent incarcerated** (Cowen, 2014.) "[C]hildren of incarcerated parents are seven times more likely to be locked up one day" (hhs.gov). Twenty-eight percent (28%) of adults over 25 do not have a high school diploma.

Working families count on the schools as the only affordable source of OST services in the rural, underserved community. As a result of robust assessment efforts specific needs have been identified & strategies to address those needs: **(Need 10 points)**

Identified Need	Strategies/Activities
Low Performance on Required Exams	Offering intentional learning activities, homework help, mentorships, small group tutoring, individualized instruction.
Discipline Referrals; Classroom Discipline, Bullying, emotional Issues, lack of soft skills	LTL ACE will build a culture of success by employing the <u>Leader in Me</u> Model to develop self-reliant students, who take initiative, plan ahead, set & track goals, do homework, prioritize time, manage emotions, be considerate, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life.
Low Attendance Rates Truancy, Tardy Lack of engagement	Participation in LTL ACE has demonstrated a positive effect on student attendance in previous cycles. Early identification and an individual intervention plan for chronically absent students will be developed.
On-Time Advancement Mastery rates STAAR; promotion rates; homework	Targeted Identification/Recruitment/Retention; Leader in Me; Offering intentional learning activities, homework help, mentorships, small group tutoring, individualized instruction.
Low family participation	Increase family engagement through activities, volunteer opportunities, and welcoming parents. Develop common language <i>Leader In Me</i> .

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 013-801	Amendment # (for amendments only):
<p>Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p> <input checked="" type="checkbox"/> This applicant is part of a planned partnership. <input type="checkbox"/> This applicant is unable to partner. </p> <p>Learners To Leaders Texas ACE® Program (LTL ACE) will partner with The Auxiliary of Swinney Switch (TASS Inc.) TASS Inc. has been recognized by TEA as a prescreened external organization to provide after school programming and services to schools in South Texas. The partnership will contribute to achieving stated objectives and sustaining the program over time by increasing the available numbers of high quality staff and activities available for little or no cost. TASS Inc. is a non-profit volunteer service and research organization. TASS Inc. has served the South Texas Community as a volunteer service organization for 40 years. TASS Inc. identifies mentors, instructors, volunteers and interns and assists them in finding short, medium and long term volunteer/internship positions in the community. TASS Inc. identifies and recruits a diverse group of community members with wide-ranging interests and skill sets including: engineering, robotics, virtual reality production, video production, gardening, aquaculture, sustainable agriculture, animal science and fine & performing arts.</p> <p>The Leader In Me is a whole-school transformation model that provides a framework and a common language to integrate volunteers successfully in the OST environment. Volunteers will assist the schools to maintain low student/adult ratios, maximize the expertise of its professional staff, and enhance family engagement for adult family members available during operating hours. Properly trained volunteers have been shown to play effective roles in OST activities, particularly as tutors and mentors. Henderson and Mapp (2002) report evidence that volunteers can be a significant resource. <u>The integration of volunteers is part of the overall management and long term sustainability plan. (management plan)</u></p> <p>Volunteers from the community, including senior citizens, will be important to many of the strategies planned for the proposed project. LTL ACE will work with TASS Inc. to actively engage volunteers to serve as program advocates who provide tutoring and mentoring for youth participants. TASS Inc. will provide training in the <u>7 Habits of Highly Effective People</u> and the <u>Leader In Me</u>. As contrasted with volunteer tutors, mentors are meant to help the student have a one-to-one friendship with an older role model in hopes of "changing their lives for the better." Studies suggest that relationship-only mentor programs produced as good of academic outcomes as those with an academic focus. (Campioni)</p> <p>The partnerships will help ensure that <u>all constituencies are involved and committed to ensuring that the program is of high quality, sufficient to ensure successful implementation of the program goals, objectives and activities. (management plan)</u> TASS Inc. brings the volunteers into the schools and pairs them based on ability, interest and campus need. All volunteers are trained and supported by the LTL ACE staff to provide small group tutoring, unique programming and/or mentoring. LTL ACE incorporates best practices for training volunteers such as providing information and training related to program goals; policies and procedures; the developmental needs of students; developing positive relationships with youth; advocate roles and responsibilities; school rules, limits, and communications; and conflict management strategies.</p> <p>Beeville ISD and SMACS (St. Mary's Academy Charter School) have a history of successfully collaborating with a variety of partners on afterschool projects. LTL ACE will continue to recruit outside organizations to provide services, programming, volunteers and so forth in this current application. Organizations such as the Boys and Girls Club, The Joe Barnhart Library, The Joe Barnhart Art Museum, 4-H, Scouts, Coastal Bend College and Spohn Hospital System <u>have added to the depth and breadth</u> of the programming available during OST. (Quality of Program)</p> <p>Each partner brings <u>considerable resources</u> to the program including funding, curriculum, volunteers, and expertise in their specific content areas. These partners, along with other community-based service providers, will continue to be strongly involved in implementing the planned services(Budget, Management Plan).</p> <p>Beeville ISD has a long history of support from the Joe Barnhart Foundation. Recently the superintendent, Dr. Puig, addressed the Barnhart Board of Trustees to revamp the use of the OST allocated by the Barnhart Foundation. This reallocation of funds is to provide OST programming aimed at developing and expanding educational and cultural opportunities for the children of Beeville. The Joe Barnhart Foundation is impressed by the Learner to Leaders pilot data, and will consider additional funding for implementation at additional locations. SMACS partnership with the Joe Barnhart Foundation goes back 20 years. The foundation supports OST activities for the children of SMACS.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Learners To Leaders Texas ACE® (LTL ACE) will improve academic achievement and overall student success by employing the Leader In Me whole-school transformation model and the **five key research-based strategies** from the Dept of Ed's "What Works" Clearinghouse ~*Structuring Out-of-School Time to Improve Academic Achievement*. (ed.gov)

The **Leader In Me** model is a framework for developing a climate where students learn how to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond. (Franklin Covey) The Leader In Me program is based on 4 principles: Teach Leadership Principles, Create a Leadership Culture, Align Academic Systems and Empowering Instruction. The Leader In Me is aligned with the Texas TEKS. The **Leader In Me** meets **all the five key research based strategies** for structuring Out of School Time to improve Academic Achievement. *The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practices. (Program Quality)*

LTL ACE is appropriate & will successfully address the needs of the target population. **(Program Quality)**

Identified Need	Measureable Objectives	Strategies/Activities
Lack of readiness; gaps in knowledge, Reading, Math STAAR Results, homework not done.	Performance on Required State Exams On-Time Advancement Improved Academic Achievement	Offering intentional learning activities, homework help, mentorships, small group tutoring, individualized instruction. Project based learning, service learning, Enrichment activities, fine arts, performing arts, music, readers theatre. STEM and STEAM programs, book clubs, applied skills
Classroom discipline Lack of vision, bullying, social and emotional "soft skills", goal setting, family issues and gangs	<i>Discipline referrals Behavioral/ Social Emotional</i>	LTL ACE will build a culture of success by employing the Leader in Me Model to develop self-reliant students, who take initiative, plan ahead, set & track goals, do homework, prioritize time, manage emotions, be considerate, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life.
Low Attendance, Dropouts, lack of motivation; lack of career awareness	School Day Attendance Truancy Rates Tardy Rates	Participation in LTL ACE has demonstrated a positive effect on student attendance in previous cycles. Early identification and an individual intervention plan for chronically absent students will be developed.
Students falling behind, low levels of mastery on STAAR; promotion rates; homework	On-Time Advancement to next grade level	Identify students who would benefit from the program, recruit based on established criteria. Leader In Me offering intentional learning activities, homework help, mentorships, small group tutoring, individualized instruction.
Low family participation, feeling unwanted	Increase family engagement	Increase family engagement through activities, volunteer opportunities, changing the culture to welcome parents. Develop common language <i>Leader In Me</i> .

Program Activities relate to the program goals, local objectives. **(Program Quality)**

Research has demonstrated that following the **Leader In Me model and providing quality programming, interventions and activities (strategies) such as those listed in the table will positively impact student performance, attendance, discipline and on time promotion rates. Activities and strategies were chosen based on positive impact on desired outcomes- student performance, attendance, discipline, on time promotion rates and increased family engagement. (Program Quality, Program Requirements)**

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Learners To Leaders Texas ACE® (LTL ACE) will improve academic achievement and overall student success by employing the Leader In Me whole-school transformation model and the five key research-based strategies cited in the Department of Education's "What Works" Clearinghouse publication, *Structuring Out-of-School Time to Improve Academic Achievement*: 1. Align with the school day, 2. Maximize Participation and Attendance; 3. Meet Individual and small group needs; 4. Provide Engaging Experiences; and 5. Assess Performance and Improve Program Quality. (*The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective best practice.*) (Program Quality)

Within the framework of the Leader In Me model, each center will develop a unique comprehensive program which utilizes best practices to provide educational and related activities to enhance academic performance, achievement, youth development and postsecondary and workforce awareness. The strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives. A continuous improvement feedback and evaluation cycle is in place.

1. ***Aligning with the School Day*** as a school-wide model the Leader In Me focuses on aligning all academic systems towards the same goals. Starting with the Campus Improvement Plan (CIP) each center ***will address the identified needs of the target population with research based effective activities carefully chosen to relate to the specific and measurable program goals and objectives.*** (Program Quality)
2. ***Maximizing Participation & Attendance*** through ongoing recruitment and retention efforts, and activities that reflect youth and family interests while aligning to academic goals. ***Identifying*** the population of students who most need and will benefit from the programming will be conducted at the campus level following a tiered intervention need process. Monitoring attendance for early intervention will be a key ***retention*** strategy.
3. ***Meeting Individual & Small Group Needs*** will be achieved by targeting struggling students and engaging them in small-group activities that address those specific needs; offering additional training to instructors leading academic intervention to ensure fidelity to the process. The curriculum liaison will monitor students who are enrolled in the program and work with campus staff: counselors, campus consultants, classroom teachers, to identify, recruit and retain students who would benefit. The Leader In Me program builds students capacity to be self-reliant and capable of identifying and seeking solutions.
4. ***Providing Engaging Experiences*** guided by innovative, hands-on, experiential, and fun curriculum that teaches transferable skills that enhance overall student success and academics. In addition to the leadership training from Leader In Me, the LTL ACE program will use a variety of differentiated instructional strategies including: Project based learning, service learning and other high engagement/ high interest programming where students will learn and apply their skills using higher order skills. A benefit of the Leader In Me program will be a student population that is more engaged and more assertive about the type of programming they want and need.
5. ***Assessing Performance & Improving Program.*** The Leader in Me is designed to be goal driven with measurable formative and summative objectives. Measures include performance indicators such as: benchmark scores, attendance rates, behavior data, etc. to drive programmatic alignment with student needs and improved instruction to achieve intended outcomes. The Logic Model tracks KPIs for continuous improvement. (Program Quality)

Educational and Related Activities to Complement and Enhance Academic Performance

Academic Performance	Achievement	Positive Youth Development
Tutoring, homework help, targeted instruction, reading activities, enrichment activities, theatre arts, music, performing arts, fine arts,	Project based learning, STEAM, STEM; Service Learning; Chess, Robotics, Incentives, academic achievement activities	Leader In Me Activities; Mentors, Peer mediation, Enrichment, clubs, Service learning activities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Learners To Leaders Texas ACE® (LTL ACE) will improve academic achievement and overall student success by employing the Leader In Me whole-school transformation model and the five key research-based strategies cited in the Department of Education's "What Works" Clearinghouse publication, *Structuring Out-of-School Time to Improve Academic Achievement*.

The Leader In Me model is a framework for developing a climate where students learn how to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond.

(Franklin Covey) The Leader In Me program as shown on the graphic is based on 4 principles: Teach Leadership Principles, Create a Leadership Culture, Align Academic Systems and Empower Instruction. The Leader In Me Model meets *all the five key research based strategies* for structuring Out of School Time to improve Academic Achievement:

Each center will develop a full set of programming activities to improve student academic achievement and overall success. As part of the needs assessment parents were surveyed and communicated their needs to help their children succeed.

Improve academic and overall success:

1. All centers will have a homework club, the students will work with staff and peers to complete their homework.
2. All centers will have partner organizations offering unique programming, Service Learning Opportunities, Project Based Learning, STEM, STEAM, mentors and volunteers.
3. All centers will have targeted small group tutorials for students who are identified as needing it through the campus process.
4. All centers will have enrichment activities aligned to the school day. The enrichment activities will take many forms and may include: arts, music, choir, theatre, robotics, garden club, sewing, cooking, Animation, computer skills, book club, newspaper club and other center level identified needs or interests.
5. Centers will implement the Leaders In Me program which has grade level activities to develop student leadership skills.
6. Centers will have healthy minds/ healthy bodies activities that will feature outdoor activities, dance, sports, nutrition and healthy living.
7. All centers will have parent training and activities. These could include: Health and wellness, Literacy activities, Targeted workshops on how to work with their students, student led showcases, student performances, or any center level identified program.
8. Specific Family Engagement Activities will be scheduled and Beeville ISD will host a parent center. (Quality of Program)

Parents and students will be surveyed by the individual centers to determine programming needs. The evaluation continuous feedback and improvement plan will evaluate the needs and monitor any adjustments made to the program offering.

Site Coordinators and the curriculum liaison will work closely with school leadership to ensure that programs are aligned to Campus Improvement Plans (CIPs) and resources are maximized to address each school's specific challenges. All Program Requirements are met with strategies and activities of sufficient quality and scope to ensure equitable access and participation among all program participants. Program strategies and activities are of sufficient quality and depth to accomplish program goals and objectives as detailed in the statute.(Program Requirements 10)

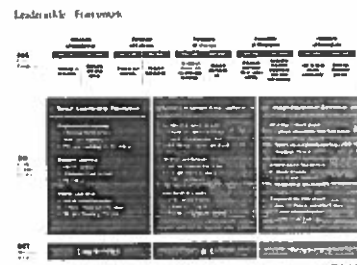


Figure1: Leader In Me Model Diagram

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

All LTL ACE Promotional material will contain the Texas ACE® Brand. Program dissemination is an important component of long term sustainability of the LTL ACE program. It is important to get the word out to the community, to community organizations and potential funders about what the program does, why the services are important and ways the community can get involved. From experience with after-school programming, the planning team is aware that the students are the best promoters and sellers of the program. Capitalizing on the interest that the community, parents and businesses have in positive student activities will be the foundation of the dissemination plan. **(Program Requirements)**

In order to ensure that the centers and the programs get showcased and the community gets involved, each center will be required to have a dissemination activity each six weeks. The family engagement director will maintain a calendar of events to ensure that each center is showcased and event scheduling is complementary and not conflicting. Dissemination activities may be in the form of a press release highlighting something special or unique at one of the centers. Other activities such as an open house, student performances, and high interest events such as art shows, fashion shows, demonstrations or expositions will be held to encourage public participation. **(Program Quality)**

Volunteers involved in the school are also great promoters and sellers of the after school program. Each volunteer is the potential recruiter and sales person to get additional community members involved. It is important that the volunteer experience is meaningful, productive and positive. TASS Inc. has forty years of experience in community service involvement. Specifically with the local after school program TASS Inc. has been involved for ten years with ACE. TASS Inc. will continue to find quality candidates, ensure they are trained to serve effectively in the school and continue to monitor and gather feedback to ensure continuous improvement. TASS Inc. will publish a monthly column in the local newspaper titled "LTL ACE Volunteers" which will explain the program, showcase current volunteers and generate local interest.

School employees and staff are another important group to involve in dissemination. The campuses really need to take ownership of the ACE program. After school needs to be integrated with the regular day program. The curriculum liaison will be the first part of this integration, but communication and feedback lines need to run both ways to include: campus principals, the campus staff, schoolboard members, partnering entities, and other community based organizations. In addition to the effective use of face to face communication the following list of communication strategies will be employed:

- Facebook and Twitter for the ACE Program
- meeting agendas, contact records, flyers, invitations.
- regular communications to principals, school day staff, partners, school board members, parents
- other key stakeholders (i.e. attending school day staff meetings);
- regular community networking (i.e., attending local community meetings such as the Chamber of Commerce, Lion's Club, etc.);
- Creating a Community Afterschool Task Force
- using the Texas ACE Promo Center and other outreach materials which TEA provides.
- Sharing successes/results of Texas ACE and LTL ACE program (i.e. school board meetings, etc.)

Finally a Texas Workforce Commission study identified that other than medical, the largest area of interest was in technology/multimedia/game design. In order to capture the student interest and expose them to job skills, the program will develop an After-School TV channel (Youtube like). Using volunteers and interns to help provide technical support, the students will develop an afterschool news program. Initial programming will be developed monthly, with the goal of having a weekly news feed for the parents and the community. Each center will have the opportunity to develop an episode(s). **(Program Quality)**

The TV production involving students is likely to attract parent and community interest and serve as a Launchpad for increasing parent involvement and community support.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Beeville ISD provides morning and afternoon bus runs to all students in their service area.

In the 21st Century Grant Cycle 7, Beeville ISD initially provided daily late transportation for ACE known as the ACE Bus Run, at approximately 6:15 pm. The bus(es) were almost always empty for the ACE Bus Run, because parents picked up their children on their way home from work. A survey of all parents who had students enrolled in the ACE program regarding the ACE Bus Run demonstrated the bus run was not necessary and the funds could better be used to support programming. Even the parents whose children occasionally rode the late bus, indicated that the late ACE Bus Run was not necessary.

In the current needs assessment no one listed after school transportation as a barrier to participation. A daily end of the program ACE Bus Run is not planned at this time. However, Beeville ISD will serve the needs of its students who enroll in the ACE program. If parents indicate in the future that late transportation is required for participation in the ACE program, Beeville ISD will address this concern.

All parents at SMACS drop off and pick up their children. Most parents work, many of them shift work. Consequently St. Mary's provides morning and afternoon programming with the school being opened from 7:00 am to 6:15 pm daily. Parents pick up their children on their way home from work. Parents are happy with the system and no parent has expressed the lack of school provided transportation as a barrier to participation.

Safety of the students and staff is a priority at all the schools and the LTL ACE program. Through the school safety audit and school safety team, a single point of entry/exit student retrieval system is in place in all centers. Each child is checked out from the centrally located checkpoint. After the parent arrives the student is escorted from their activity to the pickup point by an AYS staff member.

At the junior high, some parents have opted for their child to be allowed to self-check out. In that case, the student must exit through the LTL ACE central checkpoint system.

Transportation has been budgeted at all centers for summer programming, to take students to the summer lunch program and back to the campus where summer programming is done. Transportation is also included to transport students to off-site programming such as the community library, art museum and other partners who may offer special programming or services. **(Program Quality, Program Requirements)**

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

All volunteers will be screened by SMACS and Beeville ISD using DPS access. This will be done at the start of each term: fall, spring and summer for all the volunteers participating. The Texas Department of Public Safety Criminal history search is used for volunteer screening. The search includes the criminal history file, the sex offender registration and name based files. This screening process aligns with the district's safety plan, board policy and state requirements. **(Program Requirements)**

Learners To Leaders Texas ACE® (LTL ACE) in partnership with TASS Inc. (The Auxiliary of Swinney Switch) are submitting this application. TASS Inc. has been recognized by TEA as a prescreened external organization to provide after school programming and services to schools in South Texas. TASS Inc. has served the South Texas Community as a volunteer service organization for over 40 years. TASS Inc. identifies mentors, instructors, volunteers and interns and assists them in finding short, medium and long term volunteer/internship positions in the community. One TASS Inc. organizational member will act as a Docent for each of the schools. The Docent develops a good working relationship with the school and speaks directly to school leaders, teachers and staff to identify what areas volunteers will be welcome.

TASS Inc. identifies and recruits a diverse group of community members with a broad array of interests and skill sets including: robotics, electronic engineering, gardening, aquaculture, sustainable agriculture, animal science, and fine & performing arts. TASS Inc. prescreens volunteers and uses a personal interview process to ensure the volunteer is a good fit with the organization. The TASS Inc. Docent will act as a guide and a liaison between the volunteer and the school. The Docent maintains contact with the volunteers and the school and is in fact basically a lead volunteer at the school campus.

Docents and Volunteers from TASS Inc. are often skilled retired or semi-retired community members who are willing to share their time, talent and treasure with the community. A number of local college professors are members of TASS Inc. and provide their knowledge and skill in a variety of venues. Interns are generally college age students who have an interest in teaching, research or sustainable agriculture. Currently St. Mary's has a retired professor as a Docent and three college students performing volunteer internships. Successful Interns may be hired by the ACE program and are eligible for scholarships awarded by TASS Inc. each semester.

The use of volunteers will assist the schools to maintain low student/adult ratios, maximize the expertise of its professional staff, and enhance family engagement for adult family members available during operating hours. Properly trained volunteers have been shown to play effective roles in OST activities, particularly as tutors and mentors. Volunteers from the community, including senior citizens, will be important to many of the strategies planned for the proposed project, and ACE will work with TASS Inc. to actively engage volunteers to serve as program advocates who provide tutoring and mentoring for youth participants. Volunteers work side-by-side with staff members, but do not manage participant behavior or address behavior issues. Supervision and support of volunteers and interns is essential to a successful ACE program.

TASS Inc. brings the volunteers into the schools and pairs them based on ability and interest. All volunteers are trained and supported by the ACE staff to provide small group tutoring, unique programming and/or mentoring. ACE incorporates best practices for training volunteers such as providing information and training related to program goals; policies and procedures; the developmental needs of students; developing positive relationships with youth; advocate roles and responsibilities; school rules, limits, and communications; and conflict management strategies.

The Beeville ISD and SMACS program has a history of successfully collaborating with a variety of partners on afterschool projects. LTL ACE will continue to recruit outside organizations to provide services, programming, volunteers and so forth in this current application. Organizations such as the Boys and Girls Club, The Joe Barnhart Library, The Joe Barnhart Art Museum, 4-H, Scouts, Coastal Bend College and Spohn Hospital System have **added to the depth and breadth of the programming available during OST.**

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Sustainability is more than maintaining a program at the same level of funding after a grant period ends. It is about continuing to achieve the goals and objectives that the grant program was designed to address. Therefore it is important to identify what you want to sustain after the goals and objectives are achieved; and grant funds are ended. The model for sustainability planning lists the following as important steps to developing a sustainability model:

1. Know what you want to sustain
2. Identify the costs of sustaining it
3. Identify the resources available
 - a. Now
 - b. To build on

Know What You Want to Sustain: LTL ACE program will want to: 1. sustain the changes to the culture; and 2. continue to provide OST services that meet the needs of families and children.

1. The LTL ACE overarching program objective is to build a culture of success by transforming the schools through school wide implementation of The Leader in Me Model. The culture of success will lead to increased academic performance, better behavior, increased promotion and completion rates and higher levels of family engagement.
2. Parents, students will continue to need OST services , although the level and type may vary.

Identify the Cost of Sustaining It: Fortunately, once established, the Leader in Me model is a relatively low cost program to maintain. There are some grade level consumables and ongoing staff development costs associated with the program. More important than dollars to the long-term success will be maintaining the commitment of the constituencies. Fortunately the long-term buy in and sustainability of the Leader In Me model has been well documented at the schools who implement it.

After school staffing costs are the single highest cost associated with the program. Both St. Mary's and Beeville ISD have a proven track record of sustaining OST services, at albeit a reduced service level. In the cycle 2 21st Century Grant, the schools sustained OST with a reduction in funding in years 3, 4 and 5. The year before receiving the Cycle 7 award the schools maintained an academic only OST program. During the time since Cycle 7, the schools have used grant funding, volunteers and school fund raisers to provide OST programs. The level of services and the depth and breadth of programming was substantially reduced.

Identify the Resources Available: Now The commitment of the charter school and the ISD to providing OST programming provides the Advisory and Planning Team a foundation on which to build. Specifically the Joe Barnhart Foundation provides varying amounts to the Beeville ISD schools and \$30,000 to the St. Mary's school for OST services. This is likely to continue for the foreseeable future. For tutoring both SMACS and Beeville ISD use Title I and SCE. These funds are used to maintain a limited level of OST for the most at risk students.

Both districts have used volunteers, primarily in the summer, and with the partnership with TASS Inc. plan on the level of volunteers to continue or increase.

To build on: With the leadership of the Family Engagement Specialist, the Advisory and Planning Team will be tasked with developing a sustainability plan, and to develop a logic model with clearly delineated timelines and benchmarks for achievement.

Promote more partnerships and better use of partner organization.

Increase the level of volunteers.

Establish fund raising as a goal of partners.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The partner districts have coordinated efforts with using their federal, state and local programs and funds to ensure the most effective use of public resources. The school districts utilize their Title I resources, the State Compensatory Education money and the summer school funds in a combined effort with the ACE program to ensure that the maximum level of programming and effectiveness is achieved. In addition to State and Federal funding the districts seek and receive financial support from local philanthropic foundations.

SMACS and Beeville ISD have used Title I money and State Compensatory Education funds to provide Academic Assistance in the form of tutoring services for the students most at risk. Both organizations have used local sources from a private foundation to enhance the OST program. SMACS and Beeville ISD have continued to have OST programming for the students most at risk during the two years they have not had a Texas ACE grant.

In Beeville ISD, SCE funds are coordinated with other state, federal and local funds in a School wide program to upgrade the entire educational program. This includes applying funds to drive continuous improvement on STAAR and EOC exams (including disaggregation of STAAR/EOC data by grades, subjects, and across sub-group populations); PBMAS; and overall TAPR. In addition, funds drive the following metrics:

- College Readiness Indicators;
- Completion of Advanced / Dual Enrollment Courses;
- Completion of the Recommended High School Program and/or Advanced Programs;
- Participation and Performance on Advanced Placement (AP);
- Industry-based Certifications;
- College-Ready Graduates;
- Texas Success Initiative (TSI) – Higher Education Readiness Component; and
- Participation and Performance on the College Admissions Tests (SAT I and ACT).

In addition, BISD receives annual support from the Joe Barnhart Foundation for after school programs targeting academic and enrichment opportunities.

Both SMACS and Beeville ISD will use the Texas ACE Grant funds to supplement the current limited program. The Texas ACE funds will allow the partner schools to expand the scope and depth of their program offerings and make it available to a larger segment of the at-risk population.

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County-district number or vendor ID: 013801				Amendment # (for amendments only):			
TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.							
Center 1	Name and physical address of center site:		The campus is (check all that apply):			Grade levels to be served (check all that apply):	
	St. Mary's Academy Charter School 507 North Filmore Beeville, TX 78102		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR			<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	013-801-101					
	Cost per student	\$1,000					
	"Regular" student target (to be served 45 days or more annually):		275		Parent/legal guardian target (in proportion with student target):		75
			Feeder school #1		Feeder school #2		Feeder school #3
	Campus name						
	9-digit campus ID number						
Estimated transportation time							
Center 2	Name and physical address of center site:		The campus is (check all that apply):			Grade levels to be served (check all that apply):	
	Moreno Jr High (Merging with TJ 2019) 300 N. Minnesota Beeville, TX 78102		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR			<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	013-901-041					
	Cost per student	\$1,000					
	"Regular" student target (to be served 45 days or more annually):		125		Parent/legal guardian target (in proportion with student target):		50
			Feeder school #1		Feeder school #2		Feeder school #3
	Campus name		Thomas Jefferson		The Joe Barnhart Academy		
	9-digit campus ID number		013901104		013901104		
Estimated transportation time		0 This campus is merging		0 Adjacent			
Center 3	Name and physical address of center site:		The campus is (check all that apply):			Grade levels to be served (check all that apply):	
	FMC Elementary 100 T J Pfeil Beeville, Texas 78102		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR			<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	013-901-101					
	Cost per student	\$1,000					
	"Regular" student target (to be served 45 days or more annually):		175		Parent/legal guardian target (in proportion with student target):		50
			Feeder school #1		Feeder school #2		Feeder school #3
	Campus name		HMD Hampton Moreno Dugat				
	9-digit campus ID number		013-901-105				
Estimated transportation time		None – Adjacent					
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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	RA Hall Elementary 1100 W. Huntington Street Beeville, TX 78102		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	013-901-101				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):		125	Parent/legal guardian target (in proportion with student target):		50
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:				Amendment # (for amendments only):			
Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student	\$					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):				
			Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name						
	9-digit campus ID number						
Estimated transportation time							
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student	\$					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):				
			Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name						
	9-digit campus ID number						
Estimated transportation time							
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student	\$					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):				
			Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name						
	9-digit campus ID number						
Estimated transportation time							

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name:					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Proposed Management The management plan is designed to achieve the objectives of the proposed program on time and within budget with appropriate timelines and milestones for accomplishing project tasks. The project director will oversee all of the LTL ACE center operations, staff, and budgets and can be thought of as the OST Principal. The project director, family engagement director and curriculum liaison, will have office space at a central location. The grant accountant will also be housed at the central location. The project director, family engagement director and the curriculum liaison will have a rotation schedule where they are present on the campus during regular school hours for planning and coordination. The project director, center director and the curriculum liaison will work with each campus's principal, leadership team and grade level planning teams to develop a seamless integration of the after school program with the regular school day.

The management plan is comprehensive in *coordinating with similar and related efforts* to maximize efficient and effective use of resources. All constituencies are *involved and committed to ensuring* that the program is of high quality sufficient to ensure successful implementation of the program goals, objectives and activities. The four center directors will be housed on the campus with regular scheduled hours to work with the campus level faculty and staff to coordinate programming. They are expected to work closely with the day staff to ensure the program aligns with the regular day. The center level directors will be at the center during program operations and will oversee and manage staffing, center budget and day to day student discipline issues. Funds have been budgeted to ensure that a substitute with appropriate credentials and authority will be on campus in the event that the Center Director is gone for training.

Center Operations The four center directors will be housed on the campus with regular hours to work with the campus level faculty and staff to coordinate programming. They are expected to work closely with the day staff to ensure the program aligns with the regular day. The center level directors will oversee and manage staffing, center budget and day to day student discipline issues. The project director will oversee and have final approval.

Budget Plan Each center level budget is tied to anticipated staffing and student participation patterns. Center director will initiate the purchasing and staffing process. Oversight and final approval will be given by the Project Director. A monthly training/ feedback meeting will be conducted by the grant accountant.

**Key Management
Plan Components****Operational Response****Culture of Success**

Bring center team together to reinforce LTL ACE mission
Develop Logic Model and Timelines at each Level
Develop a Calendar of Deliverables with assignments

Student Outcome

Bring center team together to reinforce LTL ACE mission
Develop SMART goals in the following areas: program operations, communication, curriculum alignment, quality of instruction and program evaluation.
Identify Key Performance Indicators, benchmarks and timelines
Establish KPI Dashboards and timelines to measure program progress and optimization schedules

Cost Effectiveness

Monthly evaluation of LTL ACE systems, strategies and structures; identify targets
Monitor Budget verses actuals, compare staffing levels against student attendance levels

Customer Service

Six week surveys, External Evaluator Formative Feedback
Weekly visit to each campus
Climate check

Quality Staff

Provide Staff Development and training
Action Research Teams
Monitor and adjust for continuous improvement

Schedule #17—Responses to TEA Program Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 013-801

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Evaluation Design is built around a logic model and allows for examining effectiveness of the program strategies. The **formative and summative evaluation framework** will use the Logic Model's 4 stages: identification of resources, program activities, outputs, and determination of short, midrange, and long term outcomes. Planning and evaluation go hand in hand. A useful tool for program planning and evaluation purposes is the logic model. For planning purposes, the logic model structure helps grantees articulate the parameters and expectations of their program as well as the changes among participants, systems, or organizations that are expected to result from program activities(CDC.Gov~EvaluationGuide).

The logic model uses four distinct phases in a continuous cycle of improvement.

Stage 1:Determine available resources for the program and centers to meet grant outcomes. It assesses center directors' perceptions of their positions, center goals, and grant directives.

Stage 2 gathers information on the activities implemented at the centers and projects to achieve the grant's 5 outcomes. This "fidelity check" determines that the grant's mandates are being met; the program is doing what it said it would do, and identifies additional factors impacting grant implementation.

Stage 3 gathers qualitative and quantitative data to determine the extent the program is meeting its Critical Success Factors (strategies designed to improve the 5 grant outcomes:)

Stage 4 analyzes data to determine the extent the centers and program are meeting outcomes. This step includes formative and summative feedback to the center directors and project director. (Texas ACE Blueprint Cycle 9)

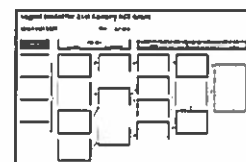
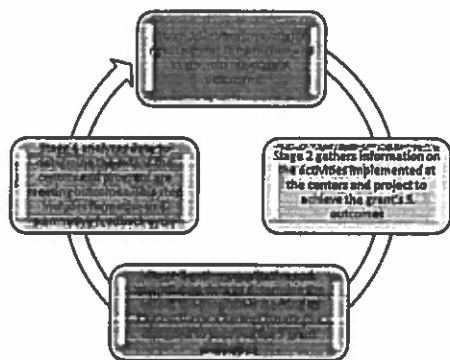


Figure 1 Blank logic Model

As an evaluation tool, the logic model allows stakeholders to make program design decisions that will influence the trajectory of the evaluation. The Logic Model and Assessment Calendar **ensure that continuous monitoring and adjustment are embedded in the program culture.** The logic model allows precise communication about aspects of the program that would benefit from evaluation findings. Once the activities and processes to be evaluated have been identified, planners can then determine what types of data will be available (or can be generated), how data will be collected and analyzed, and when and by whom data will be collected.



This process is iterative and it is most useful when stakeholders revisit and revise their logic models as often as necessary. An evaluation is most useful when it has been developed and implemented thoughtfully. Evaluation planning helps to ensure that the data collected throughout the lifecycle of a program are meaningful to stakeholders and can be used for ongoing program improvement purposes. Using **objective performance measures** will ensure Key Performance Indicators are clearly related to the intended results of the project and will produce **quantitative and qualitative data.** A focused evaluation is designed to reflect the specific information needs of various users, and functions to: demonstrate accountability to diverse stakeholders; generate a shared understanding of the program and the intended outcomes; document program processes; determine progress toward short, midterm, and long term outcomes.

A logic model will be in place for the Program level, Center level and Advisory level. Each logic model will have **clear processes for data collection at the program, student and advisory level.** The **logic model addresses who, how and when the data will be evaluated and the program adjustments made.**

A common goal or theory will unite the various constituencies. An example from generation 9: **Theory of Action:** *Students in need, spending additional time (min. 45 days) in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the 4 activity components will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students.* (Texas ACE Blueprint Cycle 9)(The grantee will use the updated Theory of Action statement from the Generation 10 Bluebook when it becomes available.)

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 013-801

Amendment number (for amendments only):

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 013-801		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 013-801

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 013-801

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 013-801

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 013-801

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 013-801

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 013-801		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program</u> . Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes you must answer question #2 below. If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes, you must read and check the box next to each of the assurances below. If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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